

# Drawing your own savings comic strip

Students identify an important lesson about saving money and create a comic strip reflecting that lesson.

## Learning goals

### Big idea

Saving money can help you achieve financial well-being.

### Essential questions

- Why is saving money a good financial strategy?
- What do you feel is worth saving for?

### Objectives


- Apply understanding of savings to new situations
- Create a comic strip that illustrates how saving money can help lead to financial well-being

## What students will do

- Identify an important lesson about saving money.
- Create a comic strip, with two main characters and dialogue, that reflects that lesson.

### KEY INFORMATION

Building block:

 Financial habits and norms

Grade level: High school (9-12)

Age range: 13-19

Topic: Save and invest (Saving for long-term goals)

School subject: CTE (Career and technical education), English or language arts, Fine arts and performing arts

Teaching strategy: Personalized instruction, Project-based learning

Bloom's Taxonomy level: Apply, Create

Activity duration: 45-60 minutes

### STANDARDS

Council for Economic Education  
Standard III. Saving

Jump\$tart Coalition  
Spending and saving - Standard 1

## Preparing for this activity

- ☐ While it's not necessary, completing the "Reflecting on what's worth saving for" or "Writing a personal savings statement" activities may make this one more meaningful.
- ☐ Print copies of all student materials for each student, or prepare for students to access them electronically.
- ☐ You may want to find a few examples of comic strips that you can share with the class to show how a story is told through words and pictures.

### What you'll need

#### THIS TEACHER GUIDE

- **Drawing your own savings comic strip** (guide)  
[cfpb\\_building\\_block\\_activities\\_drawing-savings-comic-strip\\_guide.pdf](#)

#### STUDENT MATERIALS

- **Drawing your own savings comic strip** (worksheet)  
[cfpb\\_building\\_block\\_activities\\_drawing-savings-comic-strip\\_worksheet.pdf](#)

## Exploring key financial concepts

Many things influence both our short- and long-term financial decisions. Core values are underlying principles that help people prioritize how they spend their time and money. Values inform how we decide what is more important when alternatives compete for our time, energy, and – importantly – money. Every person or family has a different idea of the future they want to build. Some of their ideas are focused on the next few weeks or months, while others are long-term. What do you want for yourself in the near future? What do you want to see in the next few years? These ideas about your future are your hopes, wants, and dreams. People often put off saving for large purchases or significant life events because they feel like they don't have enough money to save or they are busy struggling to make ends meet today. But not thinking about, planning for, or saving for these things may mean that these things don't happen.

People who develop their own savings plan are more likely to save successfully. Saving money doesn't have to be overwhelming or difficult. In fact, there are lots of easy things people can do to build their savings, even if it's only a little at a time.

Saving money can be fun if approached creatively. And there are definite rewards for saving money. Money put aside in a savings account can help you achieve financial well-being and achieve specific financial goals.

## Teaching this activity

### Whole-class introduction

- Distribute the “Drawing your own savings comic strip” worksheet.
- Introduce the activity by asking students to discuss why they think comic strips are a popular way to tell stories.
- Show students a few examples of short comic strips, or draw your own sample on the board, to introduce students to the basic elements of a comic strip. Ask students to discuss the following:
  - What shape are the frames of the comic strip? Are all the frames similar or different in shape and size? Why do you think the artist made it that way?
  - Describe how the frames work together to tell the story. How does the story unfold from one frame to the next?
  - How does the artist tell the reader what the characters are doing?
  - How is dialogue presented?
- Use the worksheet to introduce speech bubbles often used in comic strips.
- Explain to the students that they’ll use the worksheet to create their own comic strip that tells an important story about saving.

### Individual work

- Instruct students to start planning their comic strip by identifying a lesson about the importance of saving money.
  - If students have difficulty generating ideas, bring them together to brainstorm. Ideas might include the importance of having an emergency fund, saving for college, or saving for a big-ticket item such as a car.
- Once they have the basic story theme, students will create their storyline. They will detail what happens in the story and what savings strategies are used in the story.
- Students will identify and describe the two main characters of their comic strip. These characters will be the ones engaged in the dialogue and taking part in the action.
- In outline form, students should write the dialogue that will tell their story. They may want to number each frame and write what will go in each frame.

- They'll put the story elements together in their comic strip including illustrations, dialogue in speech bubbles, and other text or features.

## Wrap-up

If time allows, have students post their comic strips around the room and invite them to participate in a gallery walk to view one another's work.

## Suggested next steps

Consider searching for other activities that address the topics of save and invest, including saving for long-term goals.

## Measuring student learning

Students' comic strips will give you a sense of their understanding about savings and their ability to apply their knowledge to the creation of a story told through a comic strip.

If you choose to use the scoring rubric below to grade this activity, be sure to share it with all students so they know what criteria matter most and they can plan accordingly.

**Keep in mind that students' answers may vary, as there may not be only one right answer.** The important thing is for students to have reasonable justification for their answers.

Criteria	Possible points	Points earned
<b>Clarity of message:</b> Presents a clear lesson or money-saving strategy.	20	
<b>Dialogue/word choice:</b> Uses language to get their points across effectively.	20	
<b>Images:</b> Uses visuals that help convey the story's message.	20	
<b>Characters:</b> Ensures that the characters' roles in the story are clear and support the story's message.	20	
<b>Comic strip features:</b> Uses comic strip features (speech bubbles, story sequence, etc.) properly.	20	
<b>Total points</b>	<b>100</b>	